

BCS Literacy Vision

Unit 5**Genre Study 1:****Essential Question** What do heroes do?**Text Sets:**

Read Aloud: A Hero On and Off Skis

Shared Read: Cesar Chavez

Anchor Text: Brave Bessie, The Princess Frog

Genre Study 2:**Essential Question:** What do good citizens do?**Text Sets:**

Read Aloud: A Colorful Problem

Shared Read: A Difficult Decision

Anchor Text: Grace for President, Helping to Make Smiles

Genre Study 3:**Essential Question:** Why are rules important**Text Sets:**

Read Aloud: Towns Need Rules

Shared Read: The Problem with Plastic Bags

Anchor Text: A Call to Compost, American Symbols

Weekly Standards

2.FL.F.5.a Read grade-level text with purpose and understanding. [6 lessons]

2.FL.PWR.3.b Know spelling-sound correspondences for additional common vowel teams. [15 lessons]

2.FL.PWR.3.d Decode words with common prefixes and suffixes. [1 lesson]

2.FL.PWR.3.f Recognize and read grade-appropriate irregularly spelled words. [10 lessons]

2.FL.SC.6 Demonstrate command of the conventions of standard English grammar and usage when speaking and conventions of standard English grammar and usage, including capitalization and punctuation, when writing. [3 lessons]

2.FL.SC.6.c Use reflexive pronouns, such as myself and ourselves. [3 lessons]

2.FL.SC.6.h Capitalize holidays, product names, and geographic names. [3 lessons]

2.FL.VA.7a.i Use sentence-level context as a clue to the meaning of a word or phrase. [5 lessons]

2.FL.VA.7a.ii Determine the meaning of the new word formed when a known affix is added to a known word. [2 lessons]

2.FL.VA.7a.iii Use a known root word as a clue to the meaning of an unknown word with the same root. [6 lessons]

2.FL.WC.4.a Use conventional spelling for one-syllable words including position-based patterns, complex consonant blends, less common vowel teams for long vowels, vowel-r combinations, contractions, homophones, plurals, and possessives. [2 lessons]

2.FL.WC.4.c Spell words with suffixes that require consonant doubling, dropping silent -e, and changing y to i. [2 lessons]

2.FL.WC.4.d Write most common, frequently used words and most irregular words. [2 lessons]

2.FL.WC.4.f Print legibly in manuscript; write many upper and lowercase letters in cursive. [1 lesson]

2.RI.CS.5 Know and use various text features to locate key facts or information in a text efficiently. [2 lessons]

2.RL.CS.5 Describe the overall structure of a story, including how the beginning introduces the story and the ending concludes the action. [3 lessons]

2.RL.CS.6 Determine when characters have different points of view. [8 lessons]

2.RL.IKI.7 Use information gained from illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot. [5 lessons]

2.RL.KID.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text. [3 lessons]

2.RL.KID.2 Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral. [2 lessons]

2.RL.KID.3 Describe how characters in a story respond to major events and challenges. [3 lessons]

2.W.PDW.5 With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and strengthen writing as needed by revising and editing. [3 lessons]

2.W.PDW.6 With guidance and support from adults, and in collaboration with peers, use a variety of digital tools to produce and publish writing. [2 lessons]

2.W.RBPK.8 Recall information from experiences or gather information from provided sources to answer a question. [1 lesson]

2.W.RW.10 With guidance and support from adults, engage routinely in writing activities to promote writing fluency. [1 lesson]

Week 4



Monday		Day 6	Instructional Plan
Student Learning Targets: 2.FL.VA.7a.iii, 2.RL.KID.2, 2.RL.CS.6, 2.RL.KID.3, 2.W.RW.10, 2.W.PDW.5, 2.FL.SC.6.c, 2.FL.SC.6.h, 2.FL.WC.4.a, 2.FL.PWR.3.b, 2.FL.PWR.3.f, 2.FL.WC.4.c, 2.FL.WC.4.d, 2.FL.PWR.3.f, 2.FL.F.5.a			
Word Work Phonological Awareness Phonics High-Frequency Words Decodable Reader Handwriting		Students will: T256, 261-263 - Clap syllables and identify the number of syllables. - Blend words with variant vowel <i>a, aw, au, augh, al, ough</i> - Identify HFWs in text. - Decodable Reader: <i>Paul Saw Arctic Foxes</i> read and check for comprehension. - Practice cursive numbers.	
Reread the Anchor Text (Literature Anthology) Practice / Apply Close Reading		Students will: T201A-201K - Reread the anchor text. <i>Reading/Writing Companion</i> p. 49 Use illustrations to compare and contrast. - Identify Author's Craft <i>Reading/Writing Companion</i> p. 50	
Respond to the Text Reading / Writing Companion		Students will: T202-203 Analyze text evidence for deeper understanding. <i>Reading/Writing Companion</i> p. 51.	
Writing Process: Revise Reading / Writing Companion		Students will: T208-209 - Explain how the conclusion helps them understand why Bessie is a hero. <i>Reading/Writing Companion</i> p.29. - Revise their drafts by adding a strong conclusion.	
Grammar Practice Book		Students will: T218 Review possessive pronouns.	
Spelling Practice Book		Students will: T222 Take the spelling pretest Practice Book p. 400.	
Tuesday		Day 7	Instructional Plan
Student Learning Targets: 2.RL.KID.1, 2.RI.CS.5, 2.W.PDW.5, 2.FL.SC.6.c, 2.FL.SC.6.h, 2.FL.VA.7a.i, 2.FL.VA.7a.ii, 2.FL.VA.7a.iii, 2.FL.PWR.3.			
Word Work Phonics Structural Analysis		Students will: T266-268 - Blend and build words with variant vowel <i>a, aw, au, augh, al, ough..</i> - Identify and read words with vowel-team syllables.	

Read Paired Selection (Literature Anthology) Practice / Apply Close Reading	Students will: T203A-203B - Thinking about the essential question, discuss how the <i>Grace for President</i> and “Helping to Make Smiles” are similar and different. - Identify key details.
Writing Process: Peer Conferencing Reading / Writing Companion	Students will: T210-211 - Practice peer conferencing with a partner – <i>Reading/Writing Companion</i> p. 30 - Give feedback to others on their drafts.
Grammar Practice Book	Students will: T218 Practice reflexive and indefinite pronouns.
Expand Vocabulary Practice Book	Students will: T224 Identify idioms in sentences.

Wednesday	Day 8	Instructional Plan
Student Learning Targets: 2.RL.KID.1, 2.RI.CS.5, 2.W.PDW.6, 2.FL.SC.6.c, 2.FL.SC.6.h, 2.FL.VA.7a.i, 2.FL.VA.7a.ii, 2.FL.VA.7a.iii, 2.FL.PWR.3.b, 2.FL.PWR.3.f, 2.FL.WC.4.c, 2.FL.WC.4.d, 2.FL.PWR.3.f, 2.FL.F.5.a		
Word Work Phonemic Awareness Phonics High-Frequency Words Decodable Reader	Students will: T270-271, 275-276 - Use Response Boards to orally blend words with variant vowels. - Use Word-Building Cards to identify vowel sounds in words. - Identify HFWs in text. - Decodable Reader: <i>Small Ways to Save the Earth</i> read and check for comprehension.	
Reread Paired Selection (Literature Anthology) Practice / Apply Close Reading	Students will: T203A-203B - Reread “Helping to Make Smiles” <i>Reading/Writing Companion</i> p. 54 Explain why the author chose the title for the selection.	
Author’s Craft Reading / Writing Companion	Students will: T204-205 <i>Reading/Writing Companion</i> p. 55 With a partner, identify the purpose of a callout and discuss qualities of a good citizen.	
Writing Process: Edit and Proofread Reading / Writing Companion	Students will: T212-213 - As a class, practice proofreading and editing a paragraph. - Edit draft and list two mistakes found. <i>Reading/Writing Companion</i> p. 31 - With a partner, edit and proofread drafts using the editing checklist as a guide.	
Grammar	Students will: T219	

Practice Book		○ Use correct punctuation when writing a letter.
Expand Vocabulary Practice Book		Students will: T225 ○ Identify suffixes to understand the meaning of words in sentences.
Thursday	Day 9	Instructional Plan
Student Learning Targets: 2.RL.KID.1, 2.W.PDW.6, 2.FL.PWR.3.b		
Word Work Phonics		Students will: T279-280 ○ Blend and build words with variant vowel <i>a, aw, au, augh, al, ough</i>.
Fluency Practice Book		Students will: T206-207 ○ Read the Genre Passage “The Lost Kitten” fluently and with expression.
Writing Process: Draft Reading / Writing Companion		Students will: T212-213 ○ Continue to edit and proofread realistic fiction draft.
Make Connections Reading / Writing Companion		Students will: T226 ○ <i>Reading/Writing Companion</i> p. 56 Use text evidence to make connections between a song’s lyrics and the selections they have read.
Friday	Day 10	Instructional Plan
Student Learning Targets: 2.W.PDW.6, 2.W.RBPK.8, 2.FL.WC.4.a, 2.FL.PWR.3.f		
Word Work Phonics		Students will: T282 ○ Use Word-Building Cards to blend and build words with <i>a, aw, au, augh, al, ough</i>.
Writing Process: Publish, Present, and Evaluate Reading / Writing Companion		Students will: T214-215 ○ Rewrite expository essay draft. ○ <i>Reading/Writing Companion</i> p. 32-33 Use a rubric to evaluate their writing.
Spelling Practice Book		Students will: T223 ○ Take the spelling posttest.
Research and Inquiry Reading / Writing Companion		Students will: T227 ○ Use the Presenting Checklist to prepare presentations to show and explain their pamphlet to the class.

Progress Monitoring	Students will: T316-317 ○ Complete assessments.
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Week 5

 Skills Assessed

Unit 5 Week 5 (Combine with Week 6)	Comprehension / Genre / Author's Craft	Language Development
Essential Question: Why are rules important?	 Cite relevant evidence from text  Identify Author's Purpose Summarize Recognize charts, photographs, and captions  Identify and use text features	Oral Vocabulary Acquisition: elected permission recycle services transportation Vocabulary Acquisition: exclaimed finally form history public rules united writers Vocabulary Strategy:  Recognize and know the meaning of multiple meaning words Grammar:  Use contractions
Text(s): Teach and Model Interactive Read Aloud: Towns Need Rules Shared Read: The Problem with Plastic Bags Practice and Apply Anchor Text: A Call to Compost, American Symbols Leveled Readers A: Do People Need Rules? O: Do People Need Rules? ELL: Do People Need Rules? B: Do People Need Rules? Genre Passages A: Pool Rules O: Pool Rules ELL: Pool Rules B: Pool Rules Optional Classroom Library Trade Books Helen Keller: Courage in the Dark, The Story of Ruby Bridges	Writing Writing process:  Plan and draft a persuasive essay Analytical writing: Write responses that demonstrate understanding Foundational Skills Word Work Phonemic Awareness: Deletion, Segmentation, Reversal, Blending Phonics; Digraphs with short vowel sounds Structural Analysis: Alphabetical Order Use High-frequency Words Handwriting: Cursive Review Spelling Words: dead ahead lead thread bread breath touch trouble gym myth small chalk instead whole words Fluency: Read fluently with Intonation	Speaking and Listening Engage in collaborative discussions Retell "Town Rules" Present information about recycling Research and Inquiry Identify and Gather sources Explore the history and significance of an American symbol

Weekly Standards:

2.FL.F.5.a Read grade-level text with purpose and understanding. [\[17 lessons\]](#)

2.FL.F.5.c Use context to confirm or self-correct word recognition and understanding of words; reread as necessary. [\[1 lesson\]](#)

2.FL.PWR.3.e Identify words with inconsistent but common spelling-sound correspondences. [\[2 lessons\]](#)

2.FL.PWR.3.f Recognize and read grade-appropriate irregularly spelled words. [\[10 lessons\]](#)

2.FL.PWR.3.g Decode grade-level texts with purpose and understanding. [\[1 lesson\]](#)

2.FL.SC.6 Demonstrate command of the conventions of standard English grammar and usage when speaking and conventions of standard English grammar and usage, including capitalization and punctuation, when writing. [\[3 lessons\]](#)

2.FL.SC.6.j Use an apostrophe to form contractions and frequently occurring possessives. [\[3 lessons\]](#)

2.FL.VA.7a.i Use sentence-level context as a clue to the meaning of a word or phrase. [\[12 lessons\]](#)

2.FL.VA.7a.iii Use a known root word as a clue to the meaning of an unknown word with the same root. [\[1 lesson\]](#)

2.FL.VA.7a.v Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases. [\[1 lesson\]](#)

2.FL.VA.7b.ii Distinguish shades of meaning among closely related words. [\[1 lesson\]](#)

2.FL.VA.7c Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe. [\[1 lesson\]](#)

2.FL.WC.4.a Use conventional spelling for one-syllable words including position-based patterns, complex consonant blends, less common vowel teams for long vowels, vowel-r combinations, contractions, homophones, plurals, and possessives. [\[2 lessons\]](#)

2.FL.WC.4.c Spell words with suffixes that require consonant doubling, dropping silent -e, and changing y to i. [\[2 lessons\]](#)

2.FL.WC.4.d Write most common, frequently used words and most irregular words. [\[2 lessons\]](#)

2.FL.WC.4.e Consult reference materials, including beginning dictionaries, to check and correct spelling. [\[1 lesson\]](#)

2.FL.WC.4.f Print legibly in manuscript; write many upper and lowercase letters in cursive. [\[1 lesson\]](#)

2.RI.CS.5 Know and use various text features to locate key facts or information in a text efficiently. [\[3 lessons\]](#)

2.RI.CS.6 Identify the main purpose of a text, including what an author wants to answer, explain, or describe. [\[19 lessons\]](#)

2.RI.IKI.7 Identify and explain how illustrations and words contribute to and clarify a text. [\[4 lessons\]](#)

2.RI.IKI.8 Describe how reasons support specific points an author makes in a text. [\[14 lessons\]](#)

2.RI.KID.2 Identify the main topic of a multi-paragraph text as well as the focus of specific paragraphs within a text. [\[2 lessons\]](#)

2.RI.KID.3 Describe the connections between a series of historical events, scientific ideas, or steps in a process in a text. [\[1 lesson\]](#)

2.RL.KID.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text. [\[15 lessons\]](#)

2.SL.CC.1 Participate with varied peers and adults in collaborative conversations in small or large groups about appropriate 2nd grade topics and texts. [\[1 lesson\]](#)

2.SL.CC.2 Recount or describe key ideas or details from a text read aloud or information presented orally or through other media. [\[3 lessons\]](#)

2.SL.CC.3 Ask and answer questions about what a speaker says in order to gather information or clarify something that is not understood. [\[1 lesson\]](#)

2.W.PDW.4 With guidance and support, produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. [\[3 lessons\]](#)

2.W.PDW.5 With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and strengthen writing as needed by revising and editing. [\[1 lesson\]](#)

2.W.RBPK.7 Participate in shared research and writing projects, such exploring a number of books on a single topic or engaging in science experiments to produce a report. [\[1 lesson\]](#)

2.W.RBPK.8 Recall information from experiences or gather information from provided sources to answer a question. [\[1 lesson\]](#)

2.W.RW.10 With guidance and support from adults, engage routinely in writing activities to promote writing fluency. [\[5 lessons\]](#)

Monday	Day 1 Instructional Plan
Student Learning Targets: 2.RI.IKI.7, 2.RI.IKI.8, 2.RI.KID.2, 2.FL.F.5.a, 2.FL.F.5.c, 2.FL.PWR.3.e, 2.FL.PWR.3.f, 2.FL.PWR.3.g, 2.FL.SC.6, 2.FL.SC.6.j, 2.FL.VA.7a.i, 2.FL.VA.7a.iii, 2.FL.WC.4.a, 2.FL.WC.4.c, 2.FL.WC.4.d, 2.FL.WC.4.e, 2.FL.WC.4.f, 2.SL.CC.22.SL.CC.3	
Introduce the Concept Oral Vocabulary Words (Reading / Writing Companion) Talk About It	Students will: T330-331 ○ Discuss the essential question: Why are rules important? ○ Share with a partner rules they have at home. ○ <i>Reading/Writing Companion</i> p. 58-59 work in small groups to complete the graphic organizer. ○ Learn Oral Vocabulary Words through define/example/ask routine.
Listening Comprehension Interactive Read Aloud	Students will: T332-333 ○ Identify components of persuasive text.
Word Work Phonemic Awareness Phonics High Frequency Words Handwriting	Students will: T374-381 ○ Delete sounds to orally create new words. ○ Connect the /e/, /u/, and /i/ sounds to the letters <i>ea</i>, <i>ou</i>, <i>y</i>. ○ Identify HFWs in text. ○ Practice cursive lowercase and uppercase letters.
Read the Shared Read (Reading / Writing Companion) Teach / Model Close Reading Summarize Quick Write	Students will: T334-337 ○ Read <i>The Problem with Plastic Bags</i>. ○ <i>Reading/Writing Companion</i> p. 60 Take notes, interesting words, key details. ○ Identify multiple meaning words.
Vocabulary Reading / Writing Companion	Students will: T338-339 ○ <i>Reading/Writing Companion</i> p. 64-65 Work with a partner to complete work on vocabulary
Spelling Reading / Writing Companion	Students will: T368 ○ Take the spelling pretest Practice Book p. 417.
Tuesday	Day 2 Instructional Plan
Student Learning Targets: 2.RI.CS.5, 2.RI.CS.6, 2.RI.IKI.8, 2.RI.KID.2, 2.RI.KID.3, 2.FL.F.5.a, 2.FL.F.5.b, 2.FL.PWR.3.e, 2.FL.PWR.3.f, 2.FL.SC.6, 2.FL.SC.6.j, 2.FL.VA.7a.i, 2.FL.VA.7a.iii, 2.FL.WC.4.a, 2.FL.WC.4.e, 2.W.RBPK.7, 2.W.RW.10	
Strategy Text Structure Skill	Students will: T342-345 ○ Identify components of persuasive text. ○ <i>Reading/Writing Companion</i> p. 68-69 Identify author's purpose.
Word Work Phonics	Students will: T383-387 ○ Blend and build words with <i>ea</i>, <i>ou</i>, <i>y</i>.

Reread the Shared Read (Reading / Writing Companion) Guided Practice of Close Reading Text Features / Literary Elements Comprehension Skill Comprehension: Craft & Structure	Students will: T346-347 ○ Reread <i>The Problem with Plastic Bags</i>. ○ <i>Reading/Writing Companion</i> p. 61-63 ○ Express how the author uses charts and headings.
Respond to Reading Reading / Writing Companion	Students will: T348-349 ○ <i>Reading/Writing Companion</i> p. 70 Respond to the prompt How does the author persuade you to agree or disagree with a ban on plastic bags? by using text evidence.
Study Skill / Research & Inquiry Reading / Writing Companion	Students will: T352-353 ○ <i>Reading/Writing Companion</i> p. 71 Find and gather sources.
Grammar Practice Book	Students will: T366 ○ Write contractions with <i>are</i>.
Fluency	Students will: T350-351 ○ Read orally with accuracy, fluency, appropriate rate and expression.

Wednesday	Day 3	Instructional Plan
Student Learning Targets: 2.RI.CS.6, 2.RL.KID.1, 2.FL.F.5.a, 2.FL.PWR.3.e, 2.FL.PWR.3.f, 2.FL.SC.6, 2.FL.SC.6.j, 2.FL.VA.7a.i, 2.FL.VA.7a.iii, 2.FL.WC.4.a, 2.FL.WC.4.c, 2.FL.WC.4.d, 2.FL.WC.4.e		
Word Work Phonemic Awareness Phonics High-Frequency Words	Students will: T388-395 ○ Reverse sounds in words to orally create new words. ○ Use Word Building cards to identify vowel sounds in words. ○ Identify HFWs in text.	
Read and Reread the Anchor Text (Literature Anthology) Practice / Apply Close Reading Take Notes About Text	Students will: T353A-353D ○ Use the Graphic Organizer to take notes of words they don't understand and questions they may have. ○ <i>Reading/Writing Companion</i> p. 72 Explain how the author uses headings.	
Writing: Analyze Expert Model	Students will: T358-359 ○ Identify features of persuasive text. <i>Reading/Writing Companion</i> p. 80.	
Grammar / Mechanics Practice Book	Students will: T367 ○ Use contractions with pronouns and possessive pronouns.	
Expand Vocabulary Practice Book	Students will: T371 ○ Orally complete cloze sentences to review words.	

Thursday	Day 4	Instructional Plan
Student Learning Targets: 2.RI.CS.5, 2.RI.CS.6, 2.RI.IKI.8, 2.RL.KID.1, 2.FL.F.5.a, 2.FL.PWR.3.e2.FL.SC.6, 2.FL.SC.6.j, 2.FL.VA.7a.i, 2.FL.VA.7a.iii, 2.FL.WC.4.a, 2.FL.WC.4.e, 2.W.PDW.4, 2.W.PDW.5, 2.W.RBPK.8, 2.W.RW.10		
Word Work Phonics	Students will: T396-399 Blend and build words with <i>ea</i>, <i>ou</i>, <i>y</i>.	
Read and Reread the Paired Text (Literature Anthology) Author's Craft Respond to Text	Students will: T355A-355B, 354-357 - Thinking about the essential question, compare how "American Symbols" and <i>A Call to Compost</i> are similar and different - Explain why the author uses graphic features. - Work with a partner to brainstorm other illustrations the author could have added to give the reader more information.	
Writing Process: Draft Reading / Writing Companion	Students will: T364-365 <i>Reading/Writing Companion</i> p. 8r. - Brainstorm ideas for writing a persuasive essay.	
Friday	Day 5	Instructional Plan
Student Learning Targets: 2.RI.CS.5, 2.RL.KID.1, 2.FL.PWR.3.e, 2.FL.PWR.3.f, 2.FL.SC.6, 2.FL.SC.6.j, 2.FL.VA.7a.i, 2.FL.VA.7a.iii, 2.FL.WC.4.a, 2.FL.WC.4.c, 2.FL.WC.4.d, 2.FL.WC.4.e, 2.SL.CC.1, 2.W.PDW.4, 2.W.RW.10		
Word Work Phonics	Students will: T398 Blend and build words with <i>ea</i>, <i>ou</i>, <i>y</i>.	
Writing Process: Draft Reading / Writing Companion	Students will: T364-365 Continue working on persuasive essay..	
Spelling Practice Book	Students will: T369 Take the spelling posttest.	
Integrate	Students will: T372 <i>Reading/Writing Companion</i> p. 78 Compare selections read to a poem.	

Week 6

Unit 5 Week 6 (Combine with Week 5)	Comprehension / Genre / Author's Craft	Language Development
Review, Extend, and Assess	Review strategies and skills Track progress Cite relevant evidence from text Summarize the text Interpret information presented visually	Vocabulary Acquisition: Suffixes: Identify the meaning of words with affixes Explain the meaning of synonyms in context
Text(s): Reading Digitally: Good Deeds Add Up Reader's Theater: The Search for the Magic Lake Passage 1: George Washington Carver, Dad for Mayor	Writing	Speaking and Listening
	Writing process:  Complete a Persuasive Essay Share writing and choose portfolio piece Analytical writing: Write an opinion Write a summary	Paraphrase information presented digitally Engage in collaborative discussions
	Foundational Skills	Research and Inquiry
	Fluency: Read grade-level text fluently with appropriate prosody, accuracy, and rate	Conduct and present research Cite sources Gather relevant information from digital sources Navigate links

Weekly Standards:

2.FL.F.5.a Read grade-level text with purpose and understanding. [1 lesson]

2.FL.PWR.3.d Decode words with common prefixes and suffixes. [1 lesson]

2.FL.VA.7a.i Use sentence-level context as a clue to the meaning of a word or phrase. [1 lesson]

2.FL.VA.7a.ii Determine the meaning of the new word formed when a known affix is added to a known word. [1 lesson]

2.FL.VA.7a.iii Use a known root word as a clue to the meaning of an unknown word with the same root. [1 lesson]

2.RI.CS.5 Know and use various text features to locate key facts or information in a text efficiently. [4 lessons]

2.RI.CS.6 Identify the main purpose of a text, including what an author wants to answer, explain, or describe. [2 lessons]

2.RI.IKI.7 Identify and explain how illustrations and words contribute to and clarify a text. [1 lesson]

2.RI.IKI.8 Describe how reasons support specific points an author makes in a text. [2 lessons]

2.RI.IKI.9 Compare and contrast the most important points presented by two texts on the same topic. [1 lesson]

2.RI.RRTC.10 Read and comprehend stories and informational texts throughout the grades 2-3 text complexity band proficiently, with scaffolding at the high end as needed. [1 lesson]

2.RL.IKI.7 Use information gained from illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot. [1 lesson]

2.RL.KID.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text. [1 lesson]

2.RL.KID.3 Describe how characters in a story respond to major events and challenges. [1 lesson]

2.SL.CC.1 Participate with varied peers and adults in collaborative conversations in small or large groups about appropriate 2nd grade topics and texts. [1 lesson]

2.SL.CC.3 Ask and answer questions about what a speaker says in order to gather information or clarify something that is not understood. [2 lessons]

2.W.PDW.5 With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and strengthen writing as needed by revising and editing. [3 lessons]

2.W.PDW.6 With guidance and support from adults, and in collaboration with peers, use a variety of digital tools to produce and publish writing. [1 lesson]

2.W.RBPK.7 Participate in shared research and writing projects, such as exploring a number of books on a single topic or engaging in science experiments to produce a report. [1 lesson]

2.W.RBPK.8 Recall information from experiences or gather information from provided sources to answer a question. [3 lessons]

Monday	Day 1	Instructional Plan
Student Learning Targets: 2.RI.CS.5, 2.RI.CS.6, 2.RI.IKI.8, 2.RI.IKI.9, 2.FL.F.5.a, 2.FL.F.5.b, 2.FL.VA.7a.i, 2.W.PDW.5		
Reading Digitally OR Reader's Theater	Students will: T440-441 Reading Digitally ○ Learn how to use the interactive features and hyperlinks for the online article "Good Deeds Add Up!". ○ After rereading the article aloud, discuss how the author helps readers understand the purpose of the article. ○ Answer questions about the article. ○ Discuss what they learned from previous texts about nature. ○ Respond through discussion: How can students begin working with groups such as Common Cents to help others? Students will: T442 Reader's Theater ○ Listen as the teacher models the reading of the play. ○ Practice the play with intonation and expression. ○ Perform the play.	
Show What You Learned Reading / Writing Companion	Students will: TT444-445 ○ Use <i>Reading/Writing Companion</i> p. 90-91 and read "George Washington Carver" ○ Identify author's purpose. ○ Use timelines to further understand text. ○ Answer comprehension questions <i>Reading/Writing Companion</i> p. 92.	
Writing Process: Revise Reading / Writing Companion	Students will: T454-455 ○ Practice revising a draft - <i>Reading/Writing Companion</i> p. 85	
Tuesday	Day 2	Instructional Plan
Student Learning Targets: 2.RI.CS.5, 2.RI.CS.6, 2.RI.IKI.8, 2.RI.IKI.9, 2.FL.F.5.a, 2.FL.F.5.b, 2.FL.PWR.3.d, 2.FL.VA.7a.ii, 2.FL.VA.7a.iii, 2.W.PDW.5		
Reading Digitally OR Reader's Theater	Students will: T440-441 Reading Digitally, T442-443 Reader's Theater ○ Perform the play.	
Show What You Learned Reading / Writing Companion	Students will: T446-447 ○ Use <i>Reading/Writing Companion</i> p. 93-94 and read "Dad for Mayor!". ○ Recall facts as to why this is realistic fiction. ○ Answer comprehension questions <i>Reading/Writing Companion</i> p. 95.	
Writing Process: Revise Reading / Writing Companion	Students will: T454-455 ○ Continue revising their draft.	

Wednesday	Day 3	Instructional Plan
Student Learning Targets: 2.RI.RRTC.10, 2.RL.IKI.7, 2.FL.F.5.a, 2.FL.F.5.b, 2.W.PDW.5		
Extend Your Learning		Students will: T448-450 ○ Use <i>Reading/Writing Companion</i> p. 96 to compare genres. ○ Complete a graphic organizer <i>Reading/Writing Companion</i> p. 97 ○ Use <i>Reading/Writing Companion</i> p. 98 with a partner to identify suffixes.
Writing Process: Peer Conferencing Reading / Writing Companion		Students will: T456-457 ○ As a class, practice proofreading and editing sentences. ○ Give feedback and reflect. <i>Reading/Writing Companion</i> p. 86
Thursday	Day 4	Instructional Plan
Student Learning Targets: 2.RL.KID.3, 2.FL.F.5.a, 2.FL.F.5.b, 2.SL.CC.3, 2.W.PDW.6, 2.W.RBPK.7, 2.W.RBPK.8		
Extend Your Learning		Students will: T451-453 ○ Use <i>Reading/Writing Companion</i> p. 99 to write a persuasive letter. ○ With a partner, create a timeline of the life of a historical figure. <i>Reading/Writing Companion</i> p.101.
Writing Process: Edit and Proofread Reading / Writing Companion		Students will: T458-459 ○ Continue editing their draft. ○ With a partner, edit and proofread drafts using the editing checklist as a guide.
Friday	Day 5	Instructional Plan
Student Learning Targets: 2.SL.CC.1, 2.SL.CC.3, 2.SL.PKI.4, 2.W.RBPK.8		
Writing Process: Publish, Present, and Evaluate Reading / Writing Companion		Students will: T460-461 ○ Publish draft with illustrations. ○ Present published work. ○ <i>Reading/Writing Companion</i> p. 88-89 Reflect on their progress as writers. ○ Set writing goals for future work.
Track Your Progress		Students will: T462 ○ Use <i>Reading/Writing Companion</i> p. 102 to decide on how happy they are with the skills they have learned. ○ Write about something they want to get better at.
Wrap Up the Unit		Students will: T463 ○ Collaborate in small groups to discuss how people can make a difference.

Summative Assessment	Students will: T474-475 ○ Complete assessments.
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BCS Literacy Vision

Unit 6**Genre Study 1:****Essential Question: How do we use money?****Text Sets:**

Read Aloud: Keep the Change

Shared Read: The Life of a Dollar Bill

Anchor Text: Money Madness, King Midas and the Golden Touch

Genre Study 2:**Essential Question: What do myths help us understand?****Text Sets:**

Read Aloud: The Queen of Flowers

Shared Read: The Starry Asters

Anchor Text: The Contest of Athena and Poseidon, A Pumpkin Planet

Genre Study 3:**Essential Question: Where can your imagination take you?****Text Sets:**

Read Aloud: Give Me a Brown Box, Music Sends Me

Shared Read: A Box of Crayons, What Story is This?, The Ticket

Anchor Text: Books to the Ceiling, I've Got This Covered, Eating While Reading, Clay Play, Crayons

Unit 6 Weeks 1-2	Comprehension / Genre / Author's Craft	Language Development
Essential Question: How do we use money?	 Cite relevant evidence from text  Make inferences  Evaluate author's use of word choice Identify problem and solution Summarize the text  Identify Text Features	Oral Vocabulary Acquisition: charity image popular portrait symbol Vocabulary Acquisition: invented money prices purchase record system value worth Vocabulary Strategy:  Identify paragraph clues Grammar:  Adjectives, including articles  Articles and This, that, these, and those
Text(s): Teach and Model Interactive Read Aloud: Keep the Change Shared Read: The Life of a Dollar Bill Practice and Apply Anchor Text: Money Madness, King Midas and the Golden Touch Leveled Readers A: How to Be a Smart Shopper O: How to Be a Smart Shopper ELL: How to Be a Smart Shopper B: How to Be a Smart Shopper Genre Passages A: The Golden Fleece O: The Golden Fleece ELL: The Golden Fleece B: The Golden Fleece Optional Classroom Library Trade Books Learn About Money, Dollars and Sense	Writing Writing process:  Plan and draft a research report Analytical writing:  Write responses that demonstrate understanding	Speaking and Listening Engage in collaborative discussions Paraphrase "Keep the Change" Present information about earning and spending money
	Foundational Skills Word Work: Phonological Awareness: Identify and Generate Rhyme Phonemic Awareness: Addition, Blending, Deletion, Segmentation, Substitution  Phonics: Review closed, open CVCe Syllables Structural Analysis: Compound words; Review prefixes and suffixes High Frequency Words Handwriting: Abbreviations, Address envelope Spelling Words: Week 1: pencil magnet publish supper letter lady gravy solo open odor lead touch front someone door Week 2: state replace nine ninety side sidewalk face outside these tadpole magnet letter along beside round Fluency: Read fluently with Intonation and Phrasing	Research and Inquiry Create written and visual materials Make a Money Flowchart

Weekly Standards

2.FL.F.5.a Read grade-level text with purpose and understanding. [\[9 lessons\]](#)

2.FL.F.5.c Use context to confirm or self-correct word recognition and understanding of words; reread as necessary. [\[3 lessons\]](#)

2.FL.PWR.3.f Recognize and read grade-appropriate irregularly spelled words. [\[9 lessons\]](#)

2.FL.SC.6 Demonstrate command of the conventions of standard English grammar and usage when speaking and conventions of standard English grammar and usage, including capitalization and punctuation, when writing. [\[2 lessons\]](#)

2.FL.SC.6.e Use adjectives and adverbs correctly. [\[3 lessons\]](#)

2.FL.VA.7a.i Use sentence-level context as a clue to the meaning of a word or phrase. [\[13 lessons\]](#)

2.FL.VA.7b.i Identify real-life connections between words and their use. [\[3 lessons\]](#)

2.FL.WC.4.b Use conventional spelling for regular two- and three-syllable words containing combined syllable types, compounds, and common prefixes and derivational suffixes. [\[2 lessons\]](#)

2.FL.WC.4.c Spell words with suffixes that require consonant doubling, dropping silent -e, and changing y to i. [\[2 lessons\]](#)

2.FL.WC.4.d Write most common, frequently used words and most irregular words. [\[2 lessons\]](#)

2.FL.WC.4.f Print legibly in manuscript; write many upper and lowercase letters in cursive. [\[1 lesson\]](#)

2.RI.CS.4 Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area. [\[1 lesson\]](#)

2.RI.CS.5 Know and use various text features to locate key facts or information in a text efficiently. [\[23 lessons\]](#)

2.RI.CS.6 Identify the main purpose of a text, including what an author wants to answer, explain, or describe. [\[13 lessons\]](#)

2.RI.IKI.7 Identify and explain how illustrations and words contribute to and clarify a text. [\[5 lessons\]](#)

2.RI.KID.2 Identify the main topic of a multi-paragraph text as well as the focus of specific paragraphs within a text. [\[4 lessons\]](#)

2.RI.KID.3 Describe the connections between a series of historical events, scientific ideas, or steps in a process in a text. [\[5 lessons\]](#)

2.RL.KID.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text. [\[18 lessons\]](#)

2.SL.CC.2 Recount or describe key ideas or details from a text read aloud or information presented orally or through other media. [\[3 lessons\]](#)

2.SL.CC.3 Ask and answer questions about what a speaker says in order to gather information or clarify something that is not understood. [\[2 lessons\]](#)

2.W.PDW.6 With guidance and support from adults, and in collaboration with peers, use a variety of digital tools to produce and publish writing. [\[1 lesson\]](#)

2.W.RBPK.8 Recall information from experiences or gather information from provided sources to answer a question. [\[1 lesson\]](#)

2.W.RW.10 With guidance and support from adults, engage routinely in writing activities to promote writing fluency. [\[1 lesson\]](#)

5.FL.F.5.a Read grade-level text with purpose and understanding. [\[1 lesson\]](#)

Monday	Day 1 Instructional Plan
Student Learning Targets: 2.RI.CS.5, 2.RL.KID.1, 2.FL.F.5.a, 2.FL.PWR.3.f, 2.FL.SC.6, 2.FL.SC.6.e, 2.FL.VA.7a.i, 2.FL.WC.4.b, 2.FL.WC.4.c, 2.FL.WC.4.d, 2.FL.WC.4.f, 2.SL.CC.2, 2.SL.CC.3	
Introduce the Concept (Reading / Writing Companion) Talk About It	Students will: T24-25 ○ Discuss the essential question: How do we use money? ○ Share with a partner what goods their families buy with money and what services they purchase. ○ <i>Reading/Writing Companion</i> p. vi-1 Work with a partner to complete the graphic organizer.
Listening Comprehension Oral Vocabulary Interactive Read Aloud	Students will: T26-27 ○ Learn Oral Vocabulary Words through define/example/ask routine. ○ Identify components of an expository text.
Word Work Phonemic Awareness Phonics High-Frequency Words Decodable Reader Handwriting	Students will: T74-77, 79-81 ○ Identify and generate rhyme. ○ Identify closed and open syllables. ○ Blend words with closed and open syllables. ○ Identify HFWs in text. ○ Decodable Reader: <i>Clever Doggy</i>. Read and check for comprehension. ○ Practice cursive abbreviations and address an envelope.
Read the Shared Read (Reading / Writing Companion) Teach / Model Close Reading Summarize Quick Write	Students will: T28-31 ○ <i>Reading/Writing Comparison</i> p. 2 Take notes, interesting words, and key details in <i>the Life of a Dollar Bill</i>. ○ Find Text Evidence p. 3-9. ○ Use subheadings and graphs.
Vocabulary Reading / Writing Companion	Students will: T32-33 ○ <i>Reading/Writing Comparison</i> p. 6-7 Work with a partner to complete work on vocabulary. ○ Using text evidence, find paragraph clues.
Grammar Practice Book	Students will: T62 ○ Identify and use adjectives.
Spelling Practice Book	Students will: T66 ○ Take the spelling pretest Practice Book p. 434.
Tuesday	Day 2 Instructional Plan
Student Learning Target: 2.RI.CS.5, 2.RI.CS.6, 2.RI.IKI.7, 2.RI.KID.3, 2.FL.F.5.a, 2.FL.F.5.b, 2.FL.SC.6, 2.FL.SC.6.e, 2.FL.WC.4.b, 2.W.PDW.6, 2.W.RBPK.8, 2.W.RW.10	
Reread the Shared Read (Reading / Writing Companion) Guided Practice of Close Reading Text Features / Literary Elements	Students will: T36-41 ○ <i>Reading/Writing Companion</i> p. 9 Explain how the author uses subheadings and graphs in an expository text. ○ Use text evidence to the problem and solution in a text <i>Reading/Writing Companion</i> p. 10-11.

Comprehension Skill Comprehension: Craft & Structure	Express how the author crafts the story to help the reader follow the events, explain how the author helps the reader understand when a dollar bill is no longer usable, and how the author leaves the reader thinking more about a dollar bill's busy, useful life.
Word Work Phonics Structural Analysis	Students will: T84-87 - Blend and build words with closed and open syllables. - Identify and use compound words.
Respond to Reading Reading / Writing Companion	Students will: T42-43 <i>Reading/Writing Companion</i> p. 12 Respond to prompt How does the author organize information to help you understand the life of a dollar bill? by using text evidence.
Study Skill / Research & Inquiry Reading / Writing Companion	Students will: T46-47 <i>Reading/Writing Companion</i> p. 13 With a partner, create a flow chart that shows where money comes from and where it goes.
Grammar Practice Book	Students will: T62 Identify and use articles.

Wednesday	Day 3	Instructional Plan
Student Learning Target: 2.RI.IKI.7, 2.RI.KID.3, 2.FL.F.5.a, 2.FL.PWR.3.f, 2.FL.SC.6, 2.FL.SC.6.e, 2.FL.VA.7a.i, 2.FL.WC.4.b, 2.FL.WC.4.c, 2.FL.WC.4.d		
Word Work Phonemic Awareness Phonics High-Frequency Words Decodable Reader	Students will: T88-89, 93-95 - Use Response Boards to blend sounds to say a word. - Use Word-Building Cards to identify syllables in words. - Identify HFWs in text. - Reread Decodable Reader <i>Clever Doggy</i> fluently to help with comprehension.	
Read the Anchor Text (Literature Anthology) Practice / Apply Close Reading Take Notes About Text	Students will: T47A-47J (after teacher tells them they will read about how money works), predict how the story will help them answer the essential question. - Use a graphic organizer to take notes and record the problem and solution in the text. - Identify main idea and details.	
Grammar/Mechanics Practice Book	Students will: T63 Identify and use abbreviations.	
Expand Vocabulary Practice Book	Students will: T71 Orally complete cloze sentences to review.	

Thursday	Day 4	Instructional Plan
Student Learning Target: 2.RI.CS.5, 2.RI.IKI.7, 2.RI.KID.3, 2.FL.SC.6, 2.FL.SC.6.e, 2.FL.VA.7a.i, 2.FL.WC.4.b		
Word Work Phonics	Students will: T96-99 Blend and build words with closed and open syllables.	
Read the Anchor Text (Literature Anthology) Practice/Apply Close Reading Take Notes About the Text Respond to Text	Students will: T47A-47L - Reread anchor text. - Identify the author's use of tone to better understand the story. <i>Reading/Writing Companion</i> p. 14.	
Friday	Day 5	Instructional Plan
Student Learning Target: 2.RI.CS.5, 2.RI.IKI.7, 2.RI.KID.2, 2.RI.KID.3, 2.FL.F.5.a, 2.FL.PWR.3.f, 2.FL.SC.6, 2.FL.SC.6.e, 2.FL.VA.7a.i, 2.FL.WC.4.b, 2.FL.WC.4.c, 2.FL.WC.4.d		
Word Work Phonics	Students will: T100 Blend and build words with closed and open syllables.	
Reread the Anchor Text (Literature Anthology) Practice / Apply Close Reading	Students will: T47A-47J - Reread the anchor text. - Identify the author's craft to better understand the story. <i>Reading/Writing Companion</i> p. 15.	
Writing Process: Expert Model Reading / Writing Companion	Students will: T54-55 Identify features of a research report <i>Reading/Writing Companion</i> p. 24	
Spelling Practice Book	Students will: T67 Take the spelling posttest.	

Weekly Standards

2.FL.F.5.a Read grade-level text with purpose and understanding. [9 lessons]

2.FL.F.5.c Use context to confirm or self-correct word recognition and understanding of words; reread as necessary. [2 lessons]

2.FL.PWR.3.f Recognize and read grade-appropriate irregularly spelled words. [10 lessons]

2.FL.SC.6 Demonstrate command of the conventions of standard English grammar and usage when speaking and conventions of standard English grammar and usage, including capitalization and punctuation, when writing. [3 lessons]

2.FL.SC.6.e Use adjectives and adverbs correctly. [3 lessons]

2.FL.VA.7a.i Use sentence-level context as a clue to the meaning of a word or phrase. [7 lessons]

2.FL.VA.7b.i Identify real-life connections between words and their use. [2 lessons]

2.FL.WC.4.b Use conventional spelling for regular two- and three-syllable words containing combined syllable types, compounds, and common prefixes and derivational suffixes. [2 lessons]

2.FL.WC.4.c Spell words with suffixes that require consonant doubling, dropping silent -e, and changing y to i. [2 lessons]

2.FL.WC.4.d Write most common, frequently used words and most irregular words. [2 lessons]

2.FL.WC.4.f Print legibly in manuscript; write many upper and lowercase letters in cursive. [1 lesson]

2.RI.CS.5 Know and use various text features to locate key facts or information in a text efficiently. [7 lessons]

2.RI.CS.6 Identify the main purpose of a text, including what an author wants to answer, explain, or describe. [2 lessons]

2.RI.IKI.7 Identify and explain how illustrations and words contribute to and clarify a text. [2 lessons]

2.RI.IKI.9 Compare and contrast the most important points presented by two texts on the same topic. [1 lesson]

2.RI.KID.2 Identify the main topic of a multi-paragraph text as well as the focus of specific paragraphs within a text. [3 lessons]

2.RI.KID.3 Describe the connections between a series of historical events, scientific ideas, or steps in a process in a text. [3 lessons]

2.RL.KID.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text. [6 lessons]

2.RL.KID.2 Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral. [2 lessons]

2.SL.CC.2 Recount or describe key ideas or details from a text read aloud or information presented orally or through other media. [1 lesson]

2.SL.PKI.4 Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences. [1 lesson]

2.W.PDW.4 With guidance and support, produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. [3 lessons]

2.W.PDW.6 With guidance and support from adults, and in collaboration with peers, use a variety of digital tools to produce and publish writing. [1 lesson]

2.W.RBPK.8 Recall information from experiences or gather information from provided sources to answer a question. [3 lessons]

2.W.RW.10 With guidance and support from adults, engage routinely in writing activities to promote writing fluency. [4 lessons]

2.W.TTP.2.c Provide a concluding statement or section. [2 lessons]

Monday	Day 6 Instructional Plan
Student Learning Targets: 2.RI.CS.5, 2.RI.IKI.7, 2.RI.KID.3, 2.FL.F.5.a, 2.FL.PWR.3.f, 2.FL.SC.6, 2.FL.SC.6.e, 2.FL.VA.7a.i, 2.FL.WC.4.b, 2.FL.WC.4.c, 2.FL.WC.4.d, 2.FL.WC.4.f, 2.W.PDW.4, 2.W.PDW.6, 2.W.RW.10	
Word Work Phonological Awareness Phonics High-Frequency Words Decodable Reader Handwriting	Students will: T105, 107-109 - Blend words with CVCe syllables - Identify HFWs in text. - Decodable Reader: <i>Tadpole Decides</i>. Read and check for comprehension.
Reread the Anchor Text (Literature Anthology) Practice / Apply Close Reading	Students will: T47A-47J - Reread the anchor text. - Use diagrams to help understand information in the text. <i>Reading/Writing Companion</i> p. 16.
Respond to the Text Reading / Writing Companion	Students will: T48-49 <i>Reading/Writing Companion</i> p. 17 Respond to the prompt How does the author help you understand why people use money? by using text evidence.
Writing Process: Plan Reading / Writing Companion	Students will: T56-57 - Brainstorm ideas for writing a research report about the ways people use banks and how banks might help people. - List ways that people use banks that they would like to learn more about to begin writing a research report.
Grammar Practice Book	Students will: T64 Review articles.
Spelling Practice Book	Students will: T68 Take the spelling pretest Practice Book p. 451.
Tuesday	Day 7 Instructional Plan
Student Learning Targets: 2.RL.KID.1, 2.RL.KID.2, 2.FL.SC.6, 2.FL.SC.6.e, 2.FL.WC.4.b, 2.W.PDW.4, 2.W.RBPK.8, 2.W.RW.10, 2.W.TTP.2.c	
Word Work Phonics Structural Analysis	Students will: T112-115 - Blend and build words with CVCe syllables. Practice final stable syllables. - Identify and use suffixes and prefixes.
Read Paired Selection (Literature Anthology) Practice / Apply Close Reading	Students will: T49A-49B - Thinking about the essential question, compare how <i>Money Madness</i> and “King Midas and the Golden Touch” are similar and different. - Identify the moral of the story.
Writing Process: Plan	Students will: T58-59

Reading / Writing Companion	○ Generate questions for writing a research report <i>Reading/Writing Companion</i> p. 27
Grammar Practice Book	Students will: T64 ○ Identify and use adjectives <i>this, that, these, those</i>.
Expand Vocabulary Practice Book	Students will: T70 ○ Use Latin or Greek word roots to define a word.

Wednesday	Day 8	Instructional Plan
Student Learning Targets: 2.RL.KID.1, 2.RL.KID.2, 2.FL.F.5.a, 2.FL.PWR.3.f, 2.FL.SC.6, 2.FL.SC.6.e, 2.FL.WC.4.b, 2.FL.WC.4.c, 2.FL.WC.4.d, 2.W.PDW.4, 2.W.RW.10, 2.W.TTP.2.c		
Word Work Phonemic Awareness Phonics High-Frequency Words Decodable Reader	Students will: T116-117, 121-123 ○ Substitute sounds in words to orally create new words. ○ Use Word-Building Cards to identify syllables in words. ○ Identify HFWs in text. ○ Reread Decodable Reader <i>Tadpole Decides</i> fluently to help with comprehension.	
Reread Paired Selection (Literature Anthology) Practice / Apply Close Reading	Students will: T49A-49B ○ Reread the paired selection ○ Identify the author's purpose using text evidence. <i>Reading/Writing Companion</i> p. 20	
Author's Craft Reading / Writing Companion	Students will: T50-51 ○ <i>Reading/Writing Companion</i> p. 21 With a partner, identify strong words that describe what King Midas does.	
Writing Process: Draft Reading / Writing Companion	Students will: T60-61 ○ Use paraphrasing when writing a draft of a research report.	
Grammar Practice Book	Students will: T65 ○ Write commas in dates correctly.	
Expand Vocabulary Practice Book	Students will: T71 ○ Use paragraph clues to find the meaning of unknown words.	
Thursday	Day 9	Instructional Plan
Student Learning Targets: 2.RI.KI.9, 2.RL.KID.1, 2.RL.KID.2, 2.RL.KID.3, 2.FL.SC.6, 2.FL.SC.6.e, 2.FL.WC.4.b, 2.W.PDW.4, 2.W.RBPK.8, 2.W.RW.10, 2.W.TTP.2.c		
Word Work Phonics	Students will: T125-127 ○ Blend and build words with CVCe syllables	

Fluency Practice Book	Students will: T52-53 ○ Use phrasing to help reading sound smooth and natural.
Writing Process: Draft Reading / Writing Companion	Students will: T60-61 ○ Use paraphrasing to continue writing a draft of a research report.
Make Connections Reading / Writing Companion	Students will: T72 ○ <i>Reading/Writing Companion</i> p. 22 Use a poem to make connections between it and previous text selections.
Friday Day 10	Instructional Plan
Student Learning Targets: 2.FL.PWR.3.f, 2.FL.SC.6, 2.FL.SC.6.e, 2.FL.WC.4.b, 2.FL.WC.4.c, 2.FL.WC.4.d, 2.SL.PK1.4, 2.W.PDW.4, 2.W.RBPK.8, 2.W.RW.10, 2.W.TTP.2.c	
Word Work Phonics	Students will: T128 ○ Blend and build words with CVCe syllables.
Writing Process: Draft Reading / Writing Companion	Students will: T60-61 ○ Use paraphrasing to continue writing a draft of a research report.
Spelling Practice Book	Students will: T69 ○ Take the spelling posttest.
Research and Inquiry Reading / Writing Companion	Students will: T73 ○ <i>Reading/Writing Companion</i> p. 23 With a partner, plan how they will present their Money Flowchart to the class.
Progress Monitoring	Students will: T162-163 ○ Complete assessments.

Weeks 3-4

✓ Skills Assessed

Unit 6 Weeks 3-4	Comprehension / Genre / Author's Craft	Language Development
Essential Question: What do myths help us understand?	✓ Cite relevant evidence from text ✓ Make inferences to support understanding ✓ Discuss and determine theme Reread for comprehension Evaluate author's use of diagrams ✓ Literary Elements: identify elements of a play	Oral Vocabulary Acquisition: stunned dense transform encircled magnificent Vocabulary Acquisition: appeared crops develop edge golden rustled shining stages Vocabulary Strategy: ✓ Idioms Grammar: ✓ Identify adjectives that compare ✓ Speak using adverbs
Text(s): Teach and Model Interactive Read Aloud: The Queen of Flowers Shared Read: The Starry Asters Practice and Apply Anchor Text: The Contest of Athena and Poseidon, A Pumping Plant Leveled Readers A: The Apples of Idun O: Hercules and the Golden Apples ELL: Hercules and the Golden Apples B: Demeter and Persephone Genre Passages A: Tomatoes O: Apples ELL: Apples B: Pomegranates Optional Classroom Library Trade Books The Gods and Goddesses of Olympus, Heroes in Training	Writing	Speaking and Listening
	Writing process: Revise and edit an expository essay Analytical writing: Write responses that demonstrate understanding	Engage in collaborative discussions Retell "The Queen of Flowers" Present information about a plant and its parts
	Foundational Skills	Research and Inquiry
	Word Work Phonological Awareness: Identify syllables Phonemic Awareness: Segmentation, Blending, Addition, Deletion, Substitution, Reversal ✓ Phonics: Final stable syllables; vowel team syllables Structural Analysis: contractions and possessives, comparative endings -er, -est High-Frequency 'Wo9rds Handwriting: a form, a poster, poem Spelling Words: Week 1: lit little set settle rip ripple pad paddle middle bubble outside replace follow listen something Week 2: way away root balloon play display reach enjoy explain meadow little middle complete enough river Fluency: Read fluently with Expression and Intonation	Record and Organize Data using Pictures Draw a Diagram of a specific plant in its environment

Weekly Standards:

2.FL.F.5.a Read grade-level text with purpose and understanding. [5 lessons]

2.FL.F.5.c Use context to confirm or self-correct word recognition and understanding of words; reread as necessary. [18 lessons]

2.FL.PWR.3.a Distinguish long and short vowels when reading regularly spelled one-syllable words. [2 lessons]

2.FL.PWR.3.f Recognize and read grade-appropriate irregularly spelled words. [10 lessons]

2.FL.SC.6.e Use adjectives and adverbs correctly. [5 lessons]

2.FL.SC.6.f Produce, expand, and rearrange simple and compound sentences. [1 lesson]

2.FL.SC.6.j Use an apostrophe to form contractions and frequently occurring possessives. [5 lessons]

2.FL.VA.7a.i Use sentence-level context as a clue to the meaning of a word or phrase. [6 lessons]

2.FL.VA.7a.iii Use a known root word as a clue to the meaning of an unknown word with the same root. [1 lesson]

2.FL.VA.7a.v Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases. [1 lesson]

2.FL.VA.7b.i Identify real-life connections between words and their use. [3 lessons]

2.FL.VA.7b.ii Distinguish shades of meaning among closely related words. [1 lesson]

2.FL.WC.4.b Use conventional spelling for regular two- and three-syllable words containing combined syllable types, compounds, and common prefixes and derivational suffixes. [1 lesson]

2.FL.WC.4.c Spell words with suffixes that require consonant doubling, dropping silent -e, and changing y to i. [2 lessons]

2.FL.WC.4.d Write most common, frequently used words and most irregular words. [2 lessons]

2.FL.WC.4.f Print legibly in manuscript; write many upper and lowercase letters in cursive. [1 lesson]

2.RI.KID.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text. [2 lessons]

2.RL.CS.5 Describe the overall structure of a story, including how the beginning introduces the story and the ending concludes the action. [4 lessons]

2.RL.IKI.7 Use information gained from illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot. [2 lessons]

2.RL.KID.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text. [3 lessons]

2.RL.KID.2 Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral. [25 lessons]

2.RL.KID.3 Describe how characters in a story respond to major events and challenges. [4 lessons]

2.SL.CC.1 Participate with varied peers and adults in collaborative conversations in small or large groups about appropriate 2nd grade topics and texts. [1 lesson]

2.SL.CC.2 Recount or describe key ideas or details from a text read aloud or information presented orally or through other media. [8 lessons]

2.SL.CC.3 Ask and answer questions about what a speaker says in order to gather information or clarify something that is not understood. [2 lessons]

2.W.PDW.5 With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and strengthen writing as needed by revising and editing. [3 lessons]

2.W.RBPK.7 Participate in shared research and writing projects, such exploring a number of books on a single topic or engaging in science experiments to produce a report. [1 lesson]

2.W.RBPK.8 Recall information from experiences or gather information from provided sources to answer a question. [2 lessons]

2.W.RW.10 With guidance and support from adults, engage routinely in writing activities to promote writing fluency. [1 lesson]

Monday	Day 1 Instructional Plan
Student Learning Targets: 2.RL.CS.5, 2.RL.KID.1, 2.RL.KID.2, 2.FL.F.5.a, 2.FL.PWR.3.a, 2.FL.PWR.3.f, 2.FL.SC.6.e, 2.FL.SC.6.j, 2.FL.VA.7a.i, 2.FL.VA.7a.iii, 2.FL.WC.4.b, 2.FL.WC.4.c, 2.FL.WC.4.d, 2.FL.WC.4.f, 2.SL.CC.1, 2.SL.CC.3	
Introduce the Concept (Reading / Writing Companion) Talk About It	Students will: T178-179 ○ Discuss the essential question: What do myths help us understand? ○ In small groups, discuss how myths help us understand about things in nature. ○ <i>Reading/Writing Companion</i> p. 34-35 Work with a partner to complete the graphic organizer.
Listening Comprehension Interactive Read Aloud	Students will: T180-181 ○ Learn Oral Vocabulary Words through define/example/ask routine. ○ Identify components of myths.
Word Work Phonemic Awareness Phonics High-Frequency Words Decodable Reader Handwriting	Students will: T228-231, 233-235 ○ Clap syllables and identify the number of syllables. ○ Blend words with final stable syllables <i>-le, -el, -al</i>. ○ Identify HFWs in text. ○ Decodable Reader: <i>Jamal and Rachel's Camping Trip</i>, read and check for comprehension. ○ Practice cursive handwriting on forms and posters.
Read the Shared Read (Reading / Writing Companion) Teach / Model Close Reading Summarize Quick Write	Students will: T182-185 ○ <i>Reading/Writing Companion</i> p. 36 Take notes, interesting words and key details in <i>The Starry Asters</i>. ○ Identify elements of a play ○ Make inferences.
Vocabulary Reading / Writing Companion	Students will: T186-187 ○ <i>Reading/Writing Companion</i> p. 40-41 Work with a partner to complete work on vocabulary. ○ Use text evidence to find idioms.
Grammar Practice Book	Students will: T216 ○ Identify comparative adjectives.
Spelling Practice Book	Students will: T220 ○ Take the pretest Practice Book 468.
Tuesday	Day 2 Instructional Plan
Student Learning Targets: 2.RI.KID.1, 2.RL.CS.5, 2.RL.IKI.7, 2.RL.KID.1, 2.RL.KID.2, 2.FL.F.5.a, 2.FL.F.5.b, 2.FL.PWR.3.a, 2.FL.SC.6.e, 2.FL.SC.6.j, 2.FL.VA.7a.iii, 2.W.RBPK.7, 2.W.RBPK.8, 2.W.RW.10	
Reread the Shared Read (Reading / Writing Companion) Guided Practice of Close Reading Text Features / Literary Elements	Students will: T188-195 ○ <i>Reading/Writing Companion</i> p. 42 Use rereading to better understand text. ○ Identify elements of a play.

Comprehension Skill Comprehension: Craft & Structure	○ Identify the theme of a text selection. <i>Reading/Writing Companion</i> p. 44-45 ○ Answer questions about the author's craft.
Word Work Phonics Structural Analysis	Students will: T238-240 ○ Use Word-Building Cards to blend and build words with final stable syllables <i>-le, -el, -al</i>. ○ Write contractions and possessives.
Respond to Reading Reading / Writing Companion	Students will: T196-197 ○ <i>Reading/Writing Companion</i> p. 46 Respond to the prompt How does the author use the characters' dialogue to develop the theme of the play? by using text evidence
Study Skill / Research & Inquiry Reading / Writing Companion	Students will: T200-201 ○ <i>Reading/Writing Comparison</i> p. 47 Create a diagram that shows the parts of a plant.
Grammar Practice Book	Students will: T216 ○ Identify superlative adjectives.

Wednesday	Day 3	Instructional Plan
Student Learning Targets: 2.RL.KID.2, 2.FL.F.5.a, 2.FL.F.5.c, 2.FL.PWR.3.a, 2.FL.PWR.3.f, 2.FL.SC.6.e, 2.FL.SC.6.j, 2.FL.VA.7a.iii, 2.FL.WC.4.b, 2.FL.WC.4.c, 2.FL.WC.4.d, 2.SL.CC.2		
Word Work Phonemic Awareness Phonics High-Frequency Words Decodable Reader	Students will: T242-243, 247-249 ○ Orally add and delete phonemes to create new words. ○ Use Word-Building Cards to identify syllables in words ○ Identify HFWs in text. ○ Reread Decodable Reader <i>Jamal and Rachel's Camping Trip</i> fluently to help with comprehension.	
Read the Anchor Text (Literature Anthology) Practice / Apply Close Reading Take Notes About Text	Students will: T201A-201G ○ Predict what the story might be about and how it might answer the essential question. ○ Use a graphic organizer to note unfamiliar words or questions they may have. ○ Identify the theme of the text. ○ Confirm predictions	
Grammar / Mechanics Practice Book	Students will: T217 ○ Use apostrophes with possessive nouns correctly.	
Expand Vocabulary Practice Book	Students will: T225 ○ Orally complete cloze sentences to review words.	

Thursday	Day 4	Instructional Plan
Student Learning Targets: 2.RL.KID.2, 2.FL.F.5.c, 2.FL.PWR.3.a, 2.FL.SC.6.e, 2.FL.SC.6.j, 2.FL.VA.7a.iii, 2.FL.WC.4.b, 2.SL.CC.2		
Word Work Phonics	Students will: T251-252 ○ Use Word-Building Cards to blend and build words with final stable syllables <i>-le, -el, -al</i>.	
Read the Anchor Text (Literature Anthology) Practice/Apply Close Reading Take Notes About the Text Respond to Text	Students will: T201A-201H ○ Reread the anchor text. ○ Use reread to identify important information about the characters and setting. ○ Identify the author's craft. <i>Reading/Writing Companion</i> p. 48	
Friday	Day 5	Instructional Plan
Student Learning Targets: 2.RL.KID.2, 2.FL.F.5.c, 2.FL.PWR.3.a, 2.FL.SC.6.e, 2.FL.SC.6.f, 2.FL.SC.6.j, 2.FL.VA.7a.iii, 2.FL.WC.4.c, 2.FL.WC.4.d, 2.SL.CC.2, 2.W.PDW.5		
Word Work Phonics	Students will: T254 ○ Use Word-Building Cards to blend and build words with final stable syllables <i>-le, -al, -el</i>	
Reread the Anchor Text (Literature Anthology) Practice / Apply Close Reading	Students will: T201A-201G ○ Reread the anchor text. ○ Identify the theme. ○ Identify the author's craft. <i>Reading/Writing Companion</i> p. 49	
Writing Process: Revise Reading / Writing Companion	Students will: T208-209 ○ Practice revising a draft - <i>Reading/Writing Companion</i> p. 29 ○ Revise their drafts by using sentence fluency.	
Spelling Practice Book	Students will: T221 ○ Take the posttest.	

Weekly Standards

2.FL.F.5.a Read grade-level text with purpose and understanding. [\[6 lessons\]](#)

2.FL.F.5.b Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings. [\[1 lesson\]](#)

2.FL.F.5.c Use context to confirm or self-correct word recognition and understanding of words; reread as necessary. [\[7 lessons\]](#)

2.FL.PWR.3.b Know spelling-sound correspondences for additional common vowel teams. [\[2 lessons\]](#)

2.FL.PWR.3.f Recognize and read grade-appropriate irregularly spelled words. [\[10 lessons\]](#)

2.FL.SC.6.e Use adjectives and adverbs correctly. [\[6 lessons\]](#)

2.FL.SC.6.h Capitalize holidays, product names, and geographic names. [\[3 lessons\]](#)

2.FL.VA.7a.i Use sentence-level context as a clue to the meaning of a word or phrase. [\[2 lessons\]](#)

2.FL.VA.7a.iii Use a known root word as a clue to the meaning of an unknown word with the same root. [\[2 lessons\]](#)

2.FL.VA.7b.i Identify real-life connections between words and their use. [\[2 lessons\]](#)

2.FL.WC.4.b Use conventional spelling for regular two- and three-syllable words containing combined syllable types, compounds, and common prefixes and derivational suffixes. [\[2 lessons\]](#)

2.FL.WC.4.c Spell words with suffixes that require consonant doubling, dropping silent -e, and changing y to i. [\[2 lessons\]](#)

2.FL.WC.4.d Write most common, frequently used words and most irregular words. [\[2 lessons\]](#)

2.FL.WC.4.f Print legibly in manuscript; write many upper and lowercase letters in cursive. [\[1 lesson\]](#)

2.RI.KID.2 Identify the main topic of a multi-paragraph text as well as the focus of specific paragraphs within a text. [\[1 lesson\]](#)

2.RL.IKI.7 Use information gained from illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot. [\[2 lessons\]](#)

2.RL.KID.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text. [\[4 lessons\]](#)

2.RL.KID.2 Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral. [\[8 lessons\]](#)

2.RL.KID.3 Describe how characters in a story respond to major events and challenges. [\[3 lessons\]](#)

2.SL.CC.2 Recount or describe key ideas or details from a text read aloud or information presented orally or through other media. [\[3 lessons\]](#)

2.SL.CC.3 Ask and answer questions about what a speaker says in order to gather information or clarify something that is not understood. [\[1 lesson\]](#)

2.W.PDW.5 With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and strengthen writing as needed by revising and editing. [\[4 lessons\]](#)

2.W.PDW.6 With guidance and support from adults, and in collaboration with peers, use a variety of digital tools to produce and publish writing. [\[1 lesson\]](#)

2.W.RBPK.8 Recall information from experiences or gather information from provided sources to answer a question. [\[3 lessons\]](#)

2.W.RW.10 With guidance and support from adults, engage routinely in writing activities to promote writing fluency. [\[1 lesson\]](#)

Monday	Day 6 Instructional Plan
Student Learning Targets: 2.RL.KID.2, 2.RL.IKI.72.W.RBPK.8, 2.W.RW.10, 2.W.PDW.5, 2.SL.CC.2, 2.FL.SC.6.e, 2.FL.SC.6.h, 2.FL.PWR.3.b, 2.FL.PWR.3.f, 2.FL.F.5.a, 2.FL.WC.4.b, 2.FL.WC.4.c, 2.FL.WC.4.d, 2.FL.WC.4.f, 2.FL.VA.7a.iii	
Word Work Phonological Awareness Phonics High-Frequency Words Decodable Reader Handwriting	Students will: T256, 261-263 - Segment words into phonemes. - Blend words with vowel-team syllables. - Identify HFWs in text. - Decodable Reader: <i>The Rainy Day</i> read and check for comprehension. - Practice writing a poem in cursive.
Reread the Anchor Text (Literature Anthology) Practice / Apply Close Reading	Students will: T201A-201G - Reread the anchor text. <i>Reading/Writing Companion</i> p. 49-50 Identify the author's craft.
Respond to the Text Reading / Writing Companion	Students will: T202-203 Analyze text evidence for deeper understanding. <i>Reading/Writing Companion</i> p. 51.
Writing Process: Revise Reading / Writing Companion	Students will: T208-209 Continue to use sentence fluency to revise their draft.
Grammar Practice Book	Students will: T218 Identify adverbs (time).
Spelling Practice Book	Students will: T222 Take the spelling pretest Practice Book p. 485.
Tuesday	Day 7 Instructional Plan
Student Learning Targets: 2.RL.KID.2, 2.FL.SC.6.e, 2.FL.SC.6.h, 2.FL.PWR.3.b, 2.FL.WC.4.b, 2.FL.VA.7a.iii, 2.W.PDW.5	
Word Work Phonics Structural Analysis	Students will: T266-268 - Blend and build words with vowel-team syllables - Practice words with comparative endings <i>-er</i>, <i>-est</i>.
Read Paired Selection (Literature Anthology) Practice / Apply Close Reading	Students will: T203A-203D - Thinking about the essential question, discuss how the <i>The Contest of Athena and Poseidon</i> and "A Pumpkin Plant" are similar and different. - Identify key details.
Writing Process: Peer Conferencing Reading / Writing Companion	Students will: T210-211 Practice peer conferencing with a partner – <i>Reading/Writing Companion</i> p. 30

	○ Give feedback to others on their drafts.
Grammar Practice Book	Students will: T218 ○ Identify adverbs (place).
Expand Vocabulary Practice Book	Students will: T224 ○ Identify Greek and Latin roots.

Wednesday	Day 8	Instructional Plan
Student Learning Targets: 2.RL.KID.1, 2.FL.SC.6.e, 2.FL.SC.6.h, 2.FL.PWR.3, 2.FL.PWR.3.f, 2.FL.VA.7a.iii, 2.FL.WC.4.b, 2.FL.WC.4.c, 2.FL.WC.4.d, 2.W.PDW.6		
Word Work Phonemic Awareness Phonics High-Frequency Words Decodable Reader	Students will: T270-271, 275-276 ○ Reverse phonemes to orally create a new word. ○ Contrast between vowel-team syllables and open syllables. ○ Identify HFWs in text. ○ Decodable Reader: <i>The Rainy Day</i> reread and check for comprehension.	
Reread Paired Selection (Literature Anthology) Practice / Apply Close Reading	Students will: T203A-203D ○ Reread "A Pumpkin Plant" ○ <i>Reading/Writing Companion</i> p. 52 Identify Author's Craft.	
Author's Craft Reading / Writing Companion	Students will: T204-205 ○ <i>Reading/Writing Companion</i> p. 55 With a partner, identify how instructions are organized.	
Writing Process: Edit and Proofread Reading / Writing Companion	Students will: T212-213 ○ Edit draft and list two mistakes found. <i>Reading/Writing Companion</i> p. 31 ○ With a partner, edit and proofread drafts using the editing checklist as a guide.	
Grammar Practice Book	Students will: T219 ○ Write names and titles correctly in sentences.	
Expand Vocabulary Practice Book	Students will: T225 ○ Identify idioms.	
Thursday	Day 9	Instructional Plan
Student Learning Targets: 2.RL.KID.1, 2.RI.KID.3, 2.RL.IKI.7, 2.W.RBP.8, 2.W.PDW.6, 2.FL.F.5.b, 2.FL.SC.6.e, 2.FL.SC.6.h, 2.FL.PWR.3.b, 2.FL.WC.4.b, 2.FL.VA.7a.iii		
Word Work	Students will: T279-280	

Phonics	Blend and build words with vowel-team syllables.
Fluency Practice Book	Students will: T206-207 Read the Genre Passage “The Golden Sunflower” fluently and with expression.
Writing Process: Edit and Proofread Reading / Writing Companion	Students will: T212-213 Continue to edit and proofread draft.
Make Connections Reading / Writing Companion	Students will: T266 <i>Reading/Writing Companion</i> p. 56 Use text evidence to make connections between a song’s lyrics and the selections they have read.
Friday	Day 10
Instructional Plan	
Student Learning Targets: 2.SL.CC.3, 2.W.RBPk.8, 2.W.PDW.6, 2.FL.SC.6.e, 2.FL.SC.6.h, 2.FL.PWR.3.b, 2.FL.PWR.3.f, 2.FL.WC.4.b, 2.FL.WC.4.c, 2.FL.WC.4.d, 2.FL.VA.7a.iii	
Word Work Phonics	Students will: T282 Use Word-Building Cards to blend and build words with vowel-team syllables.
Writing Process: Publish, Present and Evaluate Reading / Writing Companion	Students will: T214-215 - Publish draft with illustrations <i>Reading/Writing Companion</i> p. 32-33 Use a rubric to evaluate their writing.
Spelling Practice Book	Students will: T223 Take the spelling posttest.
Research and Inquiry Reading / Writing Companion	Students will: T227 Use the Presenting Checklist to prepare presentations to show and explain their labeled plant diagram to the class.
Progress Monitoring	Students will: T316-317 Complete assessments.

Week 5

✓ Skills Assessed

Unit 6 Week 5	Comprehension / Genre / Author's Craft	Language Development
Essential Question: Where can your imagination take you?	✓ Cite relevant evidence from text ✓ Make inferences to support understanding ✓ Identify point of view Visualize Evaluate Rhythm ✓ Identify and use literary elements: Rhyme	Oral Vocabulary Acquisition: flash igloo moat orchestra snore Vocabulary Acquisition: create dazzling imagination seconds Vocabulary Strategy: ✓ Recognize and understand metaphors Grammar: ✓ Prepositions and prepositional phrases
Text(s): Teach and Model Interactive Read Aloud: Give Me a Brown Box, Music Sends Me Shared Read: A Box of Crayons, What Story is This? The Ticket Practice and Apply Anchor Text: Books to the Ceiling, I've Got This Covered, Eating While Reading, Leveled Readers A: Matt's Journey O: A Fantastic Day! ELL: A Fantastic Day! B: A Day in Ancient Rome Genre Passages A: Autumn Leaves/ The Orchestra O: A Butterfly Life/ Circus Day ELL: Pablo and I/ My Tiny Friend B: Lost and Found/ My Magic Car Optional Classroom Library Trade Books The Gods and Goddesses of Olympus, Heroes in Training	Writing	Speaking and Listening
	Writing process: Plan and draft a rhyming poem Analytical writing: Write responses that demonstrate understanding	Engage in collaborative discussions Retell portions of "Give Me a Brown Box" and "Music Sends Me" Present information about local art
	Foundational Skills Word Work Phonemic Awareness: Addition, Substitution, Segmentation ✓ Phonics: r-controlled vowel syllable Structural Analysis: Three 9or more) syllable words Use High-frequency Words Handwriting: Story Spelling Words: jumper better enjoy higher dinner display star doctor afternoon starry market anyone garden hairy everything Fluency: Read fluently with Expression	Research and Inquiry Develop and follow a research plan Explain why one artist or author is important to a community

Weekly Standards:

2.FL.F.5.a Read grade-level text with purpose and understanding. **[6 lessons]**

2.FL.F.5.b Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings. **[2 lessons]**

2.FL.PWR.3.f Recognize and read grade-appropriate irregularly spelled words. **[10 lessons]**

2.FL.VA.7a.i Use sentence-level context as a clue to the meaning of a word or phrase. **[2 lessons]**

2.FL.VA.7a.iii Use a known root word as a clue to the meaning of an unknown word with the same root. **[1 lesson]**

2.FL.VA.7a.v Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases. **[1 lesson]**

2.FL.VA.7b.i Identify real-life connections between words and their use. **[1 lesson]**

2.FL.VA.7b.ii Distinguish shades of meaning among closely related words. **[2 lessons]**

2.FL.WC.4.b Use conventional spelling for regular two- and three-syllable words containing combined syllable types, compounds, and common prefixes and derivational suffixes. **[1 lesson]**

2.FL.WC.4.c Spell words with suffixes that require consonant doubling, dropping silent -e, and changing y to i. **[2 lessons]**

2.FL.WC.4.d Write most common, frequently used words and most irregular words. **[2 lessons]**

2.FL.WC.4.f Print legibly in manuscript; write many upper and lowercase letters in cursive. **[1 lesson]**

2.RL.CS.4 Describe how words and phrases supply meaning in a story, poem, or song. **[19 lessons]**

2.RL.CS.6 Determine when characters have different points of view. **[29 lessons]**

2.RL.KID.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text. **[3 lessons]**

2.RL.KID.2 Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral. **[1 lesson]**

2.RL.RRTC.10 Read and comprehend stories and poems throughout the grades 2-3 text complexity band proficiently, with scaffolding at the high end as needed. **[1 lesson]**

2.SL.CC.2 Recount or describe key ideas or details from a text read aloud or information presented orally or through other media. **[3 lessons]**

2.SL.CC.3 Ask and answer questions about what a speaker says in order to gather information or clarify something that is not understood. **[3 lessons]**

2.W.PDW.4 With guidance and support, produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. **[3 lessons]**

2.W.PDW.5 With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and strengthen writing as needed by revising and editing. **[7 lessons]**

2.W.PDW.6 With guidance and support from adults, and in collaboration with peers, use a variety of digital tools to produce and publish writing. **[1 lesson]**

2.W.RBPK.7 Participate in shared research and writing projects, such exploring a number of books on a single topic or engaging in science experiments to produce a report. **[1 lesson]**

2.W.RBPK.8 Recall information from experiences or gather information from provided sources to answer a question. **[3 lessons]**

2.W.RW.10 With guidance and support from adults, engage routinely in writing activities to promote writing fluency. **[5 lessons]**

Monday	Day 1	Instructional Plan
Student Learning Targets: 2.RL.CS.4, 2.SL.CC.3, 2.FL.F.5 a, 2.FL.VA.7a.i, 2.FL.VA.7a.iii, 2.FL.VA.7a.v, 2.FL.WC.4.b, 2.FL.WC.4.c, 2.FL.WC.4.d, 2.FL.WC.4.f, 2.FL.PWR.3.f		
Introduce the Concept Oral Vocabulary Words (Reading / Writing Companion) Talk About It	Students will: T330-331 ○ Discuss the essential question: Where can your imagination take you? ○ Share with a partner things in nature that they have experienced or read about. ○ <i>Reading/Writing Companion</i> p. 58-59 work in small groups to complete the graphic organizer. ○ Learn Oral Vocabulary Words through define/example/ask routine.	
Listening Comprehension Interactive Read Aloud	Students will: T332-333 ○ Identify components of poetry.	
Word Work Phonemic Awareness Phonics High Frequency Words Handwriting	Students will: T374-377, 379-381 ○ Add phoneme to the beginning of word to form a new word. . ○ Practice reading words with r-controlled syllables. ○ Identify HFWs in text. ○ Read Decodable Reader “How Bird Was Lured Away from Fire” focusing on foundational skills and fluency. ○ Practice cursive writing by coping the story on p. 504	
Read the Shared Read (Reading / Writing Companion) Teach / Model Close Reading Summarize Quick Write	Students will: T334-337 ○ Read <i>A Box of Crayons, What Story is This?, The Ticket.</i> ○ <i>Reading/Writing Companion</i> p. 60 Take notes, interesting words, key details. ○ Make inferences.	
Vocabulary Reading / Writing Companion	Students will: T338-339 ○ <i>Reading/Writing Companion</i> p. 64-65 Work with a partner to complete work on vocabulary	
Spelling Reading / Writing Companion	Students will: T368 ○ Take the spelling pretest Practice Book p. 332.	
Tuesday	Day 2	Instructional Plan
Student Learning Targets: 2.RL.CS.4, 2.RL.CS.6, 2.RL.RRTC.10, 2.W.RW.10, 2.FL.F.5.b, 2.W.PDW.6, 2.W.RBPK.7, 2.W.RBPK.8, 2.FL.VA.7a.i, 2.FL.VA.7a.iii, 2.FL.VA.7a.v		
Strategy Text Structure Skill	Students will: T342-345 ○ Identify components of free verse in poetry. ○ <i>Reading/Writing Companion</i> p. 68-69 Identify key details to figure out the theme of a text.	
Word Work Phonics Structural Analysis	Students will: T384-386 ○ Blend and build words with r-controlled vowel sounds. ○ Identify the number of syllables in a word and where to draw a line between each syllable.	

Reread the Shared Read (Reading / Writing Companion) Guided Practice of Close Reading Text Features / Literary Elements Comprehension Skill Comprehension: Craft & Structure	Students will: T346-347 ○ Reread <i>Snow Shape, Nature Walk</i>, and <i>In the Sky</i>. ○ <i>Reading/Writing Companion</i> p. 61-63 ○ Express how the author uses point of view and sensory words.
Respond to Reading Reading / Writing Companion	Students will: T348-349 ○ <i>Reading/Writing Companion</i> p. 70 Respond to the prompt How do the poets show his or her point of view about imagination? by using text evidence.
Study Skill / Research & Inquiry Reading / Writing Companion	Students will: T352-353 ○ <i>Reading/Writing Companion</i> p. 71 Develop and follow a research plan.
Grammar Practice Book	Students will: T366 ○ Identify and use compound subjects and predicates in sentences.
Fluency	Students will: T350-351 ○ Read orally with accuracy, fluency, appropriate rate and expression.

Wednesday	Day 3	Instructional Plan
Student Learning Targets: 2.RL.CS.6, 2.FL.VA.7a.i, 2.FL.VA.7a.iii, 2.FL.VA.7a.v, 2.FL.PWR.3.f, 2.FL.WC.4.c, 2.FL.WC.4.d, 2.FL.F.5.a		
Word Work Phonemic Awareness Phonics High-Frequency Words	Students will: T388-389, 393-395 ○ Segment phonemes in a word. ○ Practice HFWs.	
Read and Reread the Anchor Text (Literature Anthology) Practice / Apply Close Reading Take Notes About Text	Students will: T353A-353D ○ Use the Graphic Organizer to take notes of words they don't understand and questions they may have. ○ <i>Reading/Writing Companion</i> p. 72 Explain how the author uses repetition. ○ Reread Decodable Reader "How Bird Was Lured Away from Fire" focusing on foundational skills, comprehension and fluency.	
Writing: Analyze Expert Model	Students will: T358-359 ○ Identify features of poetry. <i>Reading/Writing Companion</i> p. 80.	
Grammar / Mechanics Practice Book	Students will: T367 ○ Use sentence punctuation correctly when writing sentences.	

Thursday	Day 4 Instructional Plan
Student Learning Targets: 2.RL.KID.1, 2.RL.KID.2, 2.RL.CS.4, 2.RL.CS.6, 2.W.RBP.8, 2.W.RW.10, 2.FL.F.5.a, 2.W.PDW.4, 2.W.PDW.5, 2.FL.VA.7a.i, 2.FL.VA.7a.iii, 2.FL.VA.7a.v, 2.FL.VA.7b.i, 2.FL.VA.7b.ii	
Word Work Phonics	Students will: T397-399 Blend and build words with <i>r-controlled vowel syllables</i>.
Read and Reread the Paired Text (Literature Anthology) Author's Craft Respond to Text	Students will: T355A-355B, 356-357 - Thinking about the essential question, compare how "Helicopters" and "Windy Tree" are similar to and different from other poems they have read this week. - Explain why poet uses repetition. - Work with a partner to find examples of figurative language.
Writing Process: Plan Reading / Writing Companion	Students will: T360-363 <i>Reading/Writing Companion</i> p. 81-82. - Brainstorm ideas for writing a poem about a type of weather or a season. - Complete sentences to begin writing poetry.
Friday	Day 5 Instructional Plan
Student Learning Targets: 2.RL.KID.1, 2.RL.CS.4, 2.FL.PWR.3.f, 2.FL.F.5.b, 2.W.PDW.4, 2.W.PDW.5, 2.W.RBP.8, 2.W.RW.10, 2.FL.VA.7a.i, 2.FL.VA.7a.iii, 2.FL.VA.7a.v, 2.FL.WC.4.c, 2.FL.WC.4.d	
Word Work Phonics	Students will: T400 Blend and build words with <i>r-controlled vowel syllables</i>.
Writing Process: Expert Model Reading / Writing Companion	Students will: T364-365 Use visual patterns to write a draft of a free verse poem about weather or a season.
Spelling Practice Book	Students will: T369 Take the spelling posttest.
Integrate	Students will: T372 <i>Reading/Writing Companion</i> p. 78 Cite text evidence to tell how the author uses images in poems.

Week 6

Unit 6 Week 6	Comprehension / Genre / Author's Craft	Language Development
Review, Extend, and Assess	Review strategies and skills Track progress Cite relevant evidence from text Summarize the text Interpret information presented visually	Oral Language: Paraphrase information presented digitally Engage in collaborative discussions Vocabulary Acquisition: Use context to determine the meaning of unfamiliar words Identify, understand, and use idioms in sentences
Text(s): Reading Digitally: Whispering Whales Reader's Theater: Mother Goose to the Rescue Passage 1: Building a Career Passage 2: The Thunder Goddess	Writing	Speaking and Listening
	Composition: Complete a rhyming poem Share writing and choose portfolio piece Analytical writing: Write an opinion Write a summary	Paraphrase information presented digitally Engage in collaborative discussions
	Foundational Skills	Research and Inquiry
	Fluency: Read grade-level text fluently with appropriate prosody, accuracy, and rate	Conduct and present research Use Key Words Gather relevant information from digital sources Navigate links

Weekly Standards:

2.FL.F.5.a Read grade-level text with purpose and understanding. [\[4 lessons\]](#)

2.FL.F.5.c Use context to confirm or self-correct word recognition and understanding of words; reread as necessary. [\[2 lessons\]](#)

2.FL.VA.7a.i Use sentence-level context as a clue to the meaning of a word or phrase. [\[2 lessons\]](#)

2.RI.CS.5 Know and use various text features to locate key facts or information in a text efficiently. [\[4 lessons\]](#)

2.RI.CS.6 Identify the main purpose of a text, including what an author wants to answer, explain, or describe. [\[1 lesson\]](#)

2.RI.IKI.7 Identify and explain how illustrations and words contribute to and clarify a text. [\[2 lessons\]](#)

2.RI.KID.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text. [\[1 lesson\]](#)

2.RI.KID.2 Identify the main topic of a multi-paragraph text as well as the focus of specific paragraphs within a text. [\[1 lesson\]](#)

2.RL.CS.4 Describe how words and phrases supply meaning in a story, poem, or song. [\[1 lesson\]](#)

2.RL.IKI.7 Use information gained from illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot. [\[1 lesson\]](#)

2.RL.KID.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text. [\[3 lessons\]](#)

2.RL.KID.2 Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral. [\[1 lesson\]](#)

2.SL.CC.1 Participate with varied peers and adults in collaborative conversations in small or large groups about appropriate 2nd grade topics and texts. [\[1 lesson\]](#)

2.SL.CC.2 Recount or describe key ideas or details from a text read aloud or information presented orally or through other media. [\[1 lesson\]](#)

2.SL.CC.3 Ask and answer questions about what a speaker says in order to gather information or clarify something that is not understood. [\[2 lessons\]](#)

2.W.PDW.5 With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and strengthen writing as needed by revising and editing. [\[3 lessons\]](#)

2.W.PDW.6 With guidance and support from adults, and in collaboration with peers, use a variety of digital tools to produce and publish writing. [\[2 lessons\]](#)

2.W.RBPK.7 Participate in shared research and writing projects, such exploring a number of books on a single topic or engaging in science experiments to produce a report. [\[3 lessons\]](#)

2.W.RBPK.8 Recall information from experiences or gather information from provided sources to answer a question. [\[1 lesson\]](#)

Monday	Day 1 Instructional Plan
Student Learning Targets: 2.RI.CS.5, 2.SL.CC.2, 2.W.RBPK.7, 2.FL.F.5.a, 2.FL.F.5.b, 2.FL.F.5.c, 2.RL.IKI.7, 2.RL.CS.4, 2.W.PDW.5	
Reading Digitally OR Reader's Theater	Students will: T440-441 Reading Digitally ○ Learn how to use the interactive features and hyperlinks for the online article "Whispering Whales!". ○ After rereading the article aloud, discuss the text structure and author's craft. ○ Answer questions about the article. ○ Discuss what they learned from previous texts about animals. ○ Respond through discussion and writing: Identify information in the article about why humpback whales were once endangered. Students will: T442 Reader's Theater ○ Listen as the teacher models the reading of the play. ○ Practice the play with intonation and expression. ○ Perform the play.
Show What You Learned Reading / Writing Companion	Students will: TT444-445 ○ Use <i>Reading/Writing Companion</i> p. 90-91 and read "Building a Career" ○ Identify paragraph clues, problem and solution. ○ Use data from the bar graph. ○ Answer comprehension questions <i>Reading/Writing Companion</i> p. 92.
Writing Process: Revise Reading / Writing Companion	Students will: T454-455 ○ Practice revising a draft - <i>Reading/Writing Companion</i> p. 85
Tuesday	Day 2 Instructional Plan
Student Learning Targets: 2.RL.KID.1, 2.RL.KID.2, 2.RL.IKI.7, 2.RI.CS.5, 2.SL.CC.2, 2.W.RBPK.7, 2.FL.F.5.a, 2.FL.F.5.b, 2.FL.F.5.c, 2.FL.VA.7a.i, 2.W.PDW.5	
Reading Digitally OR Reader's Theater	Students will: T440-441 Reading Digitally, T442-443 Reader's Theater ○ Perform the play.
Show What You Learned Reading / Writing Companion	Students will: T446-447 ○ Use <i>Reading/Writing Companion</i> p. 93-94 and read "The Thunder Goddess". ○ Review the genre of the play. ○ Answer comprehension questions <i>Reading/Writing Companion</i> p. 95.
Writing Process: Peer Review Reading / Writing Companion	Students will: T454-455 ○ Continue revising their draft.

Wednesday	Day 3	Instructional Plan
Student Learning Targets: 2.FL.F.5.a, 2.FL.F.5.b, 2.FL.F.5.c, 2.RL.IK1.7, 2.RI.KID.1, 2.RI.CS.5, 2.W.PDW.5		
Extend Your Learning		Students will: T448-450 ○ Use <i>Reading/Writing Companion</i> p. 96 to compare genres. ○ Complete a graphic organizer <i>Reading/Writing Companion</i> p. 97 ○ Use <i>Reading/Writing Companion</i> p. 98 with a partner to write the meanings of idioms.
Writing Process: Edit and Proofread Reading / Writing Companion		Students will: T456-457 ○ As a class, practice proofreading and editing sentences. ○ Model using sentence starters. <i>Reading/Writing Companion</i> p. 86 ○ With a partner, edit and proofread drafts using the editing checklist as a guide.
Thursday	Day 4	Instructional Plan
Student Learning Targets: 2.FL.F.5, 2.FL.F.5.b, 2.FL.F.5.c, 2.RL.IK1.7, 2.W.RBPK.7, 2.W.RBPK.8, 2.SL.CC.3, 2.W.PDW.6		
Extend Your Learning		Students will: T451-453 ○ Use <i>Reading/Writing Companion</i> p. 99 to write a how-to guide. ○ Use <i>Reading/Writing Companion</i> p. 100 to write an online article about ways kids can earn and save money. Share with a partner. ○ Use <i>Reading/Writing Companion</i> p.101, log on to mheducation, read article and answer questions.
Writing Process: Publish, Present, and Evaluate Reading / Writing Companion		Students will: T458-459 ○ Continue editing their draft.
Friday	Day 5	Instructional Plan
Student Learning Targets: 2.SL.CC.1, 2.SL.CC.3, 2.W.RBPK.7, 2.W.RBPK.8, 2.SL.PK1.4, 2.SL.PK1.5, 2.W.PDW.6, 2.W.RW.10		
Writing Process: Publish, Present, and Evaluate Reading / Writing Companion		Students will: T460-461 ○ Publish draft with illustrations. ○ Present published work. ○ <i>Reading/Writing Companion</i> p. 88-89 Reflect on their progress as writers. ○ Set writing goals for future work.
Track Your Progress		Students will: T462

	○ Use <i>Reading/Writing Companion</i> p. 102 to decide on how happy they are with the skills they have learned. ○ Write about something they want to get better at.
Wrap Up the Unit	Students will: T463 ○ Collaborate in small groups to discuss how different environments make the world an interesting place.
Summative Assessment	Students will: T474-475 ○ Complete assessments.